

 University of Cebu (Main, Banilad, METC, LM, Pardo and Talisay) Senior High School Department	School Year:	2024-2025
	Semester/Term:	2 nd
	Revision Date:	

I. Course Information

Course Code	SHS - SOC SCI 9	LEC Units		Course Description:
Course Title	COMMUNITY ENGAGEMENT, CITIZENSHIP & SOLIDARITY	LAB Units:		This course focuses on the application of ideas and methods of the social sciences to understand, investigate, and examine the challenges of contemporary community life. It focuses on community-action initiatives such as community engagement, solidarity, and citizenship as guided by the core values of human rights, social justice, empowerment and advocacy, gender equality, and participatory development. It aims at enhancing students’ sense of shared identity and willingness to contribute to the pursuit of the common good of the community. It enables students to integrate applied social sciences into community-action initiatives.
Pre-requisite(s):	NA	LEC Hours:		
Co-requisite(s):	NA	LAB Hours:		
Content Standard	The learners demonstrate an understanding of the integration of social science perspective and community action initiatives			
Performance Standard	The learners shall be able to synthesize the integrative experience of implementing community-action initiatives by applying social sciences’ ideas and methods			

II. Institutional Statements of Vision, Mission, Institutional Goals, Graduate Attributes, and Core Values

UC Vision	UC Mission	INSTITUTIONAL GOALS	UC Core Values	UC Graduate Attributes
Democratize quality education. Be the visionary and industry leader. Give hope and transform lives.	The University of Cebu offers affordable and quality education responsive to the demands of local and international communities. The University of Cebu commits itself to: (M1) serves as an active catalyst in providing efficient and effective delivery of educational services. (M2) pursue excellence in instruction, research, and community services towards social and economic development as well as environmental sustainability. (M3) acquire, disseminate, and utilize appropriate technology to enhance the university's educational service; and, (M4) foster an organizational culture that nurtures employee productivity and engagement	(IG1) To offer programs to include Alternative Learning Systems (ALS) or non-conventional programs that are relevant and compliant with institutional, regulatory, industry, and accreditation standards that will develop life-long learners. (M1, M2) (IG2) To develop social awareness, responsibility, and accountability among stakeholders anchored on instruction, research, and production. (M2) (IG3) To complement the academic programs with holistic and integrated student services. (M1, M2) (IG4) To develop a pool of qualified, professional, and motivated faculty in the areas of instruction, research and community extension. (M2, M4) (IG5) To ensure effective administration and supervision of instructional and learning resources in support of the academic programs. (M3) (IG6) To provide an environment that is safe, functional and conducive to teaching, learning and working. (M4) (IG7) To ensure operations which are collaborative, sustainable, efficient and effective in meeting the needs of the institution and its	These are the core values that the University of Cebu upholds: Innovation <i>"Be the visionary and the industry leader."</i> Camaraderie <i>"Living in the spirit of harmony and approachability."</i> Alignment <i>"All activities are geared towards core values and priorities."</i> Respect <i>"Always a professional, mindful of God, university, the community and self."</i> Excellence <i>"To be great at whatever it is we do and go for the best."</i>	University of Cebu graduates is (a): (G5.2.1) Life-long Learner Demonstrate skills and competencies in one's educational level and field of discipline towards lifelong learning (IG1, IG2, IG3 & IG4) (GA2) Effective Communicator Exhibit proficiency in listening, speaking, writing, reading and viewing (IG1 & IG4) (GA3) Socially Accountable and Responsible Demonstrate social accountability and ethical responsibility towards the community and the environment (IG2 & IG6) (GA4) Team Player Exhibit proactive and collaborative attributes in a diverse society (IG2) (GA5) Technically Competent Utilize appropriate technology (IG5 & IG7)

		stakeholders. (M3, M4)		(GA6) Ethically Responsible Manifest ethical behavior in diverse situations (IG2)
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III. Departmental Statements of Vision, Mission, Goals and Core Values

SHS Vision	SHS Mission	SHS Core Values	PO
An exemplary Basic Education Department developing life-long learners and stewards of God’s creation who are committed citizens of the nation and of the world.	To offer quality Pre-school, Grade School, Junior High School and Senior High School Education services in an enabling and supportive learning environment.	Innovation <i>"Be the visionary and the industry leader."</i> Camaraderie <i>"Living in the spirit of harmony and approachability."</i> Alignment <i>"All activities are geared towards core values and priorities."</i> Respect <i>"Always a professional, mindful of God, university, the community and self."</i> Respect <i>"Always a professional, mindful of God, university, the community and self."</i> Excellence <i>"To be great at whatever it is we do and go for the best."</i>	a. develop communicative competence through personal b. provide knowledge and develop skills, attitudes, and values that foster creativity, curiosity, critical thinking, problem solving and calculated risk-taking as responsible citizens; and c. offer diversified learning experiences needed for higher education and the world of work.

IV. Mapping on UC Graduate Attributes, Vision, Mission, Institutional Goals, Core Values

Graduate Attributes (GAs)	UCV			UCM				UCCV					UC IG							S H S V	SHSM				SHSGA				SHSCV			
	1	2	3	1	2	3	4	1	2	3	4	5	1	2	3	4	5	6	7		1	1	2	3	1	2	3	4	1	2	3	4
GA1. Lifelong Learner * demonstrate knowledge skills, ethical , standard and personal integrity in a diversified society																																
GA2. Effective Communicator *communicate effectively in the target language through reading and interpreting significant concepts																																
GA3. Ethically Responsible *gather, analyze, interpret data, present alternative solutions																																
GA4. Socially Collaborative *apply the values learned from varied experiences towards responsible citizenship																																
GA5. Team Player *perform skills needed for higher education and in the world of work																																
GA6. Technically Competent *applied the values learned from varied experiences																																

towards responsible citizenship																															
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V. Mapping on Program Objectives and Graduate Attributes

Program Objectives of Basic Education	Graduate Attributes (GAs)					
	1	2	3	4	5	6
a. develop communicative competence through personal	☐	☐	☐	☐	☐	
b. provide knowledge and develop skills, attitudes, and values that foster creativity, curiosity, critical thinking, problem solving and calculated risk-taking as responsible citizens; and	☐	☐		☐	☐	☐
c. Offer diversified learning experiences needed for higher education and the world of work.	☐	☐				☐

VI. Mapping on CILO, Mission, Institutional Goals, Graduate Attributes, Program Outcomes

Course Intended Learning Outcomes (CILOs): MELCs BASED	M				I.G.							G.A.						P.O		
	1	2	3	4	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3
At the end of the semester, the students can:																				
(Course/Subject Description of the subject)																		D	P	D

Legend:

- I - Introduced (the student gets introduced to concept/principles)
- P - Practiced (the student practices the competencies with supervision)
- D - Demonstrated (the student practices the competencies across different settings with minimal supervision)

VII. Desired Outcomes/Course Intended Learning Outcomes

Time Frame (by week)	Topic/Lesson	Learning Competencies Note: To be taken from DepEd Curriculum Guide/MELCs) and classified into AMT (Acquisition, Making Meaning & Transfer Goals)	Intended number of days	Assessment Note: (Specify/Indicate/ Describe assessments/ performance tasks to be given).	Active and Interactive Teaching & Learning Activities (Explore, Firm Up, Deepen & Transfer)		Integration of Institutional / Departmental Core Values
					Strategies	Leaming Resources	
	A. Concepts and Perspectives of Community 1. Definitions of community 2. Essential Aspects of a Community 3. Typologies 4. Understanding Comm dynamics and comm action	Acquisition (knowledge) The learners explain the importance of studying community dynamics and community action to applied social sciences and the learners' future career options	2 days	Pre-assessment (Bellwork, etc.) In 1 sentence, describe the community where you live.	Explore <i>(Activate Prior knowledge)</i> -- Groupings: Role-play of their depiction of a typical community based on their personal experiences. -- Share the uniqueness of their community in terms of people, environment, and practices.		
		Making Meaning (skills, attitude) The learners compare the definitions of community using various perspectives, e.g., social	2 days	Formative assessment (seatwork, quiz) F.A #1-2	Firm Up <i>(Introduce key concepts)</i> Define community and its essential aspects; the typologies; and clarify the community dynamics and action.		
	B. Community Action						

	1. Community engagement, solidarity, and citizenship 2. Major issues affecting the poor and the marginalized 3. The role of the youth in comm action and selected cases of comm action initiatives	sciences, institutions, civil society, and local/grassroots level and analyze the functions of communities in terms of structures, dynamics, and processes			Define community engagement, solidarity, and citizenship.		
		Transfer Goals (competence) The learners develop/ affirm a sense of shared identity and willingness to contribute to the attainment of the common good.	3 days	Summative assessment -Written Works S.A #1-2 -Performance Task P.T #1-2 -Interview the older folks in their community about the background history of their community. -Gather issues in their community and think of any action as a youth to solve the issue concerned.	Deepen (<i>Solidify Understanding</i>) Community Mapping: Have students create a map of their local community, identifying key places, groups, and activities. Discuss the shared identity, social structure, values, and norms they observe.		
					Transfer (<i>Apply Learning</i>) -Interview the older folks in their community about the background history of their community. -Gather issues in their community and think of any action as a youth to solve the issue concerned.		
					Reflection (<i>Reinforces the connection between theory and practice</i>) What can I do to be part of the solution to the issues concerned in my community?		

Time Frame (by week)	Topic/Lesson	Learning Competencies Note: To be taken from DepEd Curriculum Guide/MELCs) and classified into AMT (Acquisition, Making Meaning & Transfer Goals)	Intended number of days	Assessment Note: (Specify/Indicate/ Describe assessments/ performance tasks to be given).	Active and Interactive Teaching & Learning Activities		Integration of Institutional / Departmental Core Values
					(Explore, Firm Up, Deepen & Transfer)		
					Strategies	Leaming Resources	
	C. Core Values and Principles of Community Action Initiatives	Acquisition (knowledge) The learner recognizes the value of undertaking community action initiatives	2 days	Pre-assessment (Bellwork, etc.)	Explore (<i>Activate Prior knowledge</i>) Gather news that deals with human rights. Let them explain the importance of knowing and		

	1. Human rights & social justice 2. Empowerment and advocacy 3. Participatory development 4. Gender equality			-Think about a time when you or someone you know experienced or witnessed an unfair situation, may it be on social media or an actual setting.	understanding HR. - In 3-5 sentences, describe what happened and how it made you feel. How do you think this situation could have been handled to promote fairness and justice? (3 students will be called to represent the class)		
	D. Methodologies and approaches of community actions and involvements across disciplines	Making Meaning (skills, attitude) The learner identifies opportunities to contribute to community development through Solidarity and citizenship	3 days	Formative assessment (seatwork, quiz) F.A #3-4	Firm Up (<i>Introduce key concepts</i>) Discuss the Bill of Rights, Article III of the 1987 Phil Constitution, and social justice in Sec. 2 of Article XIII.		
	1. Partnership building with local groups 2. Community profiling 3. Needs assessment 4. Leadership and Participatory action planning 5. Resource mobilization 6. Social Action and Evaluation	Transfer Goals (competence) The learner promotes awareness of human rights in communities and social justice. The learner recognizes the importance of solidarity in sociopolitical processes in promoting national and global community development The learner applies systematic social research methods in conducting a community study	3 days	Summative assessment -Written Works S.A #3-4 Research two activities related to social justice. Write the goals, important details, and outcomes of each campaign. -Performance Task P.T# 3-4 Presentation of the output in class	Deepen (<i>Solidify Understanding</i>) Write your three weaknesses and strengths. How do you think your strength can contribute to the development of your community? How can you turn your weaknesses into strengths?		
					Transfer (<i>Apply Learning</i>) Research two activities related to social justice. Write the goals, important details, and outcomes of each campaign.		
					Reflection (<i>Reinforces the connection between theory and practice</i>)		

Time Frame (by week)	Topic/Lesson	Learning Competencies	Intended number of	Assessment	Active and Interactive Teaching & Learning Activities	Integration of Institutional / Departmental Core
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		Note: To be taken from DepEd Curriculum Guide/MELCs) and classified into AMT (Acquisition, Making Meaning & Transfer Goals)	days	Note: (Specify/Indicate/ Describe assessments/ performance tasks to be given).	(Explore, Firm Up, Deepen & Transfer)		Values
					Strategies	Learning Resources	
	E. Community-action initiatives: Field practicum 1. Partnership with local communities and organizations 2. Preparation of community action plan 3. Experiences in community engagement, solidarity, and citizenship building	Acquisition (knowledge) The learner explains the core values of community action initiatives	3 days	Pre-assessment (Bellwork, etc.) What is your understanding of community action initiatives and community action plans? Have you ever been involved in such a project, and if so, what was your experience?	Explore <i>(Activate Prior knowledge)</i> How do you perceive the role of partnerships with local communities and organizations, and what key elements do you believe are necessary for effective community engagement?		
		Making Meaning (skills, attitude) The learner appreciates the value of applying social sciences in community action initiatives	3 days	Formative assessment (seatwork, quiz) F.A#5-6 -Case Studies: -Analyze successful community action initiatives to identify best practices and lessons learned. Role-Playing: Engage students in role-playing scenarios to practice negotiation and collaboration with community partners.	Firm Up <i>(Introduce key concepts)</i> Discussion proper on Community-action initiatives -Partnership , Preparation and the Experience		
		Transfer Goals (competence) The learners synthesize the integrative experience of implementing community action initiatives The learner implements community-action initiatives	2 weeks	Summative assessment -Written Works S.A# 5 and 6 Output of the community action initiatives	Deepen <i>(Solidify Understanding)</i> -Role-Playing: Engage students in role-playing scenarios to practice negotiation and collaboration with community partners -		
					Transfer <i>(Apply Learning)</i> Practicum in collaboration with the 3I and OJT		

				S.A# 7 and 8 Barangay Resolution Making -Performance Task PT 5 & 6 Presentation of the COMMUNITY ACTION PLAN to the recipient sector (BIG TASK) -P.T 7 Daily Time Record -P.T 8 Certificate of Completion	subject Reflection <i>(Reinforces the connection between theory and practice)</i>		
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VIII. Ancillaries

A. Instructional Methods	
B. Course Requirements	Completed Worksheets Individual Reporting Essay/ Reflective/ Case Analysis Writing Video Making Online and Face-to-face classes attendance Oral Recitation and Other performance tasks and written works not described above Shall answer and turn in LMS activities. Submission of the school works on or before the deadline. Late projects will still be accepted with conditions.
C. Grading System	Written Work – 25%

	Performance Task – 45% Quarterly Examinations- 35%
D. Percentage of Passing	75 %
E. Submission Policies	Deadlines for both written works and performance class are posted ahead of time. Make sure to submit on time all requirements as indicated in the course guide. Written works and Performance tasks shall be submitted 1 week after it was given.
F. Communication Policies	ANNOUNCEMENTS: All announcements shall be posted in LMS only. EXCHANGE OF COMMUNICATIONS: All exchange of communications shall be in GC only. Questions related to the course such as clarifications about assignments, course materials, projects, assessments shall be posted in the LMS-CANVA For personal and sensitive concerns, students may message the teacher privately via facebook messenger only.
G. List of References	EMAILS: When submitting message, kindly follow this format: NAME, STRAND AND SECTION, CONCERNS and MESSAGE SUBJECT Ex: Tian Tara Bojos, HUMSS1P, Project Task VIRTUAL OFFICE HOURS: The teacher will be available a minimum of once a week for virtual consultation. TYPE OF COMMUNICATION: Written

Prepared by: ALFIE BUGTAI

Reviewed & Checked: GENAINE A. PINGIL

Attested by: Senior Coordinator

Approved by: Principal

